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ABSTRACT

Today, the urban university is becoming the principal force in higher education. Although new to the American scene, it is educating thousands of students while also answering some of the community's basic needs. The growth of the urban university has been and will continue to be rapid and tremendous. For the purpose of this study, a simple definition of the urban university will be on the basis of the clientele it serves. The specific criteria will include: (1) it enrolls 20 percent or more of its students on a part-time basis; (2) it is located in a city with a population of 250,000 or more; (3) it has graduate and professional schools; and (4) it grants the Ph.D. degree. Under this definition of an urban university there are 77 distinctly urban institutions, differing in style, offering, and philosophies. A list, which is included, gives a suggestion of the importance of an urban institution to consumers of education. (Author/KE)

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What is an Urban University?

The university was born in the city--Salerno, Bologna, Paris, Prague. European institutions of higher education today still tend to follow this tradition of the middle ages. American practice generally has been to build campuses in small towns and rural areas; this practice reflected the models of Oxford and Cambridge, as well as the Puritan aversion to the "evils" of the city, the promoter instincts of small town citizens, and the preference of agriculturally-oriented state legislators to place state colleges and universities in rural settings.

Universities themselves found such locations suitable because they were oriented toward middle-class students and toward national and world--not local--problems. The general ambience of most of American higher education has historically been non-urban. Only Catholic colleges and universities have shown a clear inclination to choose city locations, where the population for which they held greatest appeal have been located.

But times have changed; American society now reflects irretrievably, an urban civilization. Some of the greatest problems of the day involve the quality of life in the city. (1)

Today, the urban university is becoming the principal force in higher education. Although new to the American scene, it is educating thousands of students while also answering some of the community's basic needs. Acknowledging their substantial responsibilities beyond those of providing an education for young people and adults of our cities, this type of university is beginning to have a bearing on the course of America's urban civilization.

In his book, The Urban University and The Future of Our Cities, J. Martin Klotsche states that:

> "The urban university is on the threshold of unparalleled expansion; a phenomenon of this century, the growth of the urban university will be far more dramatic than that of other institutions of higher education. For this new kind of institution located in the city is at the very center of the most dynamic and volatile force in America today--the emerging metropolis." (2)

The growth of the urban university has been, and will continue to be rapid and tremendous. It has been predicted that by the year 2,000, eight out of ten of the population will live in urban areas of the United States. The demand society is placing and will continue to place on the urban university can only

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accelerate. Therefore, the urban university, especially if it is public, will more than likely bear a greater share of the burden of educating the college population.

Almost every major city in the U. S. accommodates one or more urban universities in its metropolitan area. S. P. Capen writes that:

> "Cities are now taking the lead in the national industry of building universities. If anyone doubts this statement, let him run over in his mind the great cities of the country and note what has happened and is happening to the institutions located in or near them. Forces are at work behind this movement that are as irresistible as natural law." (3)

Changing technology, social needs, and increasing migration to the city may allow the urban university to become the main ingredient in equalizing educational opportunity, for its programs will serve not only the middleclass and the 18 to 22 year olds, but the new market student, a constitutency composed of minority group persons, blue collar workers, veterans, housewives, elderly and retired persons, college and high school dropouts.

Another strong boost to urban university enrollment will be found in the escalating costs of higher education; more students will find it necessary to remain at home while attending college.

The urban university will be called upon to accommodate "new students of the '70's," who are described by K. Patricia Cross as America's newest college students: they may not be, necessarily, of a racial minority group; the majority may be white and sons and daughters of blue collar workers, as well as distinctive because of a previous failure in the American school system. The students new to higher education will be those who are poor academically and, more often than not, poor financially.

Much has been said and written as to what an urban university should do, but little on defining it, which is a complex matter.

Klotsche, the former Chancellor of the University of Wisconsin-Milwaukee defines an urban university as one located in a metropolitan area, offering graduate or professional training at least at the level of the master's or second professional degree, and concerned in outlook and programs with its urban environment.

For the purposes of this study, we will use a simpler definition: the urban university will be characterized on the basis of the clientele it serves--its most prized commodity--the student body. The specific

criteria will include:

(1) It enrolls 20% or more of its students on a part-time basis.

(2) It is located in a city with a population of 250,000 or more.

(3) It has graduate and professional schools.

(4) It grants the Ph.D. degree.

The nature of the student body influences the character or urban universities. "Street car college," "subway institutions," "blue shirt institutions" convey not always accurate descriptions of institutions located in big cities. The commuting student who is "half in and half out, half at college and half at home" is common among undergraduates. Adult continuing students are also a significant component of an urban university.(4)

Often part-time, he or she must take university work in the evening. Full-time employees seeking to gain promotion in their companies, advanced professionals wanting to keep current in their specialities, housewives, released from the responsibilities of preschool children, and citizens who simply want to satisfy some special interest, are coming to the urban universities in great numbers.(5)

An urban university must serve all elements of a diverse society; it should be void of the elitism sometimes found in traditional universities. In addition, it should be relevant and contemporary in its teaching, research, and public service responsibilities--and sensitive to the issues and problems of the community it serves and which surrounds it.

It is assumed that the urban university will have an urban "mission" statement, a commitment to the education of the educationally disadvantaged, promotion of community outreach programs, involvement in urban research and dedication to a program for life-long learning.

The city can offer a broad variety of research, cultural and intellectual resources not found in smaller communities. The great museums, art galleries, concert halls, playhouses, libraries and zoological gardens, already a part of the urban scene, are advantages not to be overlooked. Real, rather than imaginary, problems are abundant and waiting to be solved. The medical student has ample clinical materials. The engineer and scientist can relate to the dramatic developments of industrial technology and utilize the city's industrial and research facilities.(6) The entire urban community is a laboratory and learning center.

Implicit in the "fine tuning" of an urban campus is the establishment of a faculty and staff who possess foresight, creativity, determination and flexibility. "Tried and true" attitudes and methods may not be the most effective tools for implanting the desire to learn in a student body with as wide a variety of personality and age as those attracted to an urban university. Instant urbanization is not possible for an institution that may have been tied to traditional philosophies for a hundred years. While there can be no absolute formula or recipe for success in the administration of an urban institution of higher learning, certainly the key lies with a recognition on the part of administrators and faculty that their consumers are distinctly different from the traditional student.

In the book, Patterns for Life Long Learning, the authors Wharton, Hesburgh, and Miller address the traditional problems of colleges and universities; they state that:

> "Higher education is caught between the traditional expectations and the demand of its constituents. Young students call for education that helps them relate formal course work to societal needs and search for solutions to societal problems. Middle aged and older citizens call for new on-the-job arrangements in education that help them adapt to social and technological changes. Disadvantaged persons call for equal opportunities in education that improve their skills and knowledge. The constituents, indeed the public as a whole, will not let the campus remain a haven or a sanctuary.
>
> "Instead, the population, through national concensus and government policy, looks to higher education for ideas and talent in solving urban problems, for assistance in balancing social and technological solutions, and for help in overcoming confusion and discord.
>
> "Slowly, but positively, education has accepted the challenge, as it has joined with government, industry, and other segments of the community in cooperative efforts such as the continuing-education curricula, the program for the disadvantaged, the training of persons to help underdeveloped countries; and the fundamental and applied research. Higher education is beginning to abandon its traditional unilateral function for multilateral approaches more responsive to the human hopes and needs of the learning society.
>
> "The campus and community are now required to reach mutual purposes on objectives and approaches, plan cooperatively, carry on joint programs, ongoing interdependent curricula, share facilities, and use communications technology. Rather than being peripheral, as a client receiving fringe benefits and services, the community should serve as a learning center for educational organizations and institutions, and citizens should participate as advisors in all phases of education and training activity, from planning to achievement.

> "Higher education is beginning to abandon its traditional unilateral function for multilateral approaches and become more responsive to human hopes and needs of the learning society."(6)

The comprehensive urban university, with its flexibility and its resources, is the one vehicle, with local and regional cooperation, which could have a tremendous impact in finding solutions to some of the social and environmental problems that now confront us.

With 125 member institutions in the Association of Urban Universities, certainly there will be 125 different approaches to success. Under the definition of an urban university used in this article, there are 77 distinctly urban institutions, differing in style, offerings, and philosophies. The range extends from George Peabody College (Nashville) to Howard University (District of Columbia) to CUNY; student bodies from 823 (full-time students) at the University of Atlanta to 129,570 at CUNY. The following list gives a suggestion of the importance of an urban institution to those consumers of education who can acquire training or a degree only through the part-time route. Washington, D.C., for instance, with its five major universities, carries the highest percentages of part-time students; American University tops every university in the country with 65.4 percent of their students in the part-time category, and George Washington University is close behind with 64 percent.

Located in Cities with a population of at least 250,000.
Each University grants a Ph.D., and has professional schools and graduate schools.

URBAN UNIVERSITIES

Name of University	TOTAL FT Students	GRAND TOTAL-Headcount	% of PT Students	TOTAL POPULATION of Urban Area
ALABAMA				
University of Alabama-Birmingham	5,587	9,471(3,884)	41.00	739,274
ARIZONA				
University of Arizona-Tucson	18,889	27,706(8,817)	31.80	351,667
CALIFORNIA				
California State, Los Angeles	11,253	24,832(13,579)	54.68	7,032,075
California State U., San Deigo	18,886	33,344(14,458)	43.36	1,357,854
California State U., San Francisco	13,223	23,219(9,996)	43.05	3,109,519
University of California-L.A.	29,025	31,088(2,063)	52.30	7,032,075
COLORADO				
University of Denver	6,366	8,514(2,148)	25.20	1,227,529
DISTRICT OF COLUMBIA				
American University	5,290	15,326(10,035)	65.40	2,861,123
Catholic University	4,123	6,682(2,559)	38.29	"
Georgetown University	4,042	7,925(3,883)	48.90	"
George Washington University	7,608	21,164(13,556)	64.00	"
Howard University	7,354	9,301(1,947)	20.90	"
FLORIDA				
University of Miami, Coral Gables	10,480	13,640(3,160)	23.16	1,267,792
GEORGIA				
University of Atlanta	823	1,167(344)	29.47	1,390,164
Georgia State University-Atlanta	8,261	18,553(10,292)	55.47	1,390,164

2.

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URBAN UNIVERSITIES

Name of University	TOTAL FT Students	GRAND TOTAL- Headcount	% of PT Students	TOTAL POPULATION of Urban Area
ILLINOIS				
DePaul, Chicago	4,026	9,194(5,168)	56.21	6,978,947
Illinois Institute of Technology	3,287	6,325(3,038)	48.03	"
Loyola	8,733	13,800(5,067)	36.70	"
Northwestern	11,244	14,852(3,628)	24.42	"
University of Chicago	7,747	11,421(3,674)	32.16	"
KENTUCKY				
University of Louisville	7,058	12,230(5,283)	43.20	826,553
LOUISIANA				
Louisiana State University, New Orleans	8,155	12,269(4,114)	33.50	1,045,809
MARYLAND				
John Hopkins University	4,275	9,538(5,263)	55.10	895,222
MASSACHUSETTS				
Boston College	17,381	23,581(6,200)	21.01	2,753,700
Northeastern University	16,084	33,893(17,809)	52.50	2,753,700
MICHIGAN				
Michigan State-Lansing	35,200	44,966(9,766)	21.71	378,423
University of Michigan-Ann Arbor	30,087	37,317(7,230)	19.37	234,103
University of Detroit	5,032	8,806(3,774)	42.80	4,199,931
Wayne State	20,862	33,909(13,047)	35.20	"
MISSOURI				
St. Louis University	5,006	10,843(5,837)	53.80	2,363,017
University of Missouri, Kansas City	6,460	10,459(3,999)	38.20	1,253,916
University of Missouri, St. Louis	7,154	12,155(5,001)	41.10	2,363,017
Washington University	8,019	10,002(2,883)	26.40	"
NEVADA				
University of Nevada, Las Vegas	3,671	5,962(2,291)	38.40	273,288

3.

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URBAN UNIVERSITIES

Name of University	TOTAL FT Students	GRAND TOTAL-Headcount	% of PT Students	TOTAL POPULATION of Urban Area
NEW MEXICO				
University of New Mexico-Albuquerque	14,365	18,981(4,616)	24.41	315,774
NEW YORK				
Columbia U., New York City	11,820	15,432(3,612)	23.40	11,571,899
CUNY, New York City(total city system)	129,570	238,851(109,281)	45.75	"
Fordham U., Bronx	7,263	14,297(6,034)	42.20	1,471,701
New York U., New York City	13,500	28,400(14,900)	52.20	11,571,899
Pratt U., Brooklynn	3,264	4,426(1,162)	26.25	1,471,701
University of Rochester	6,228	8,426(2,198)	26.00	882,667
SUNY, Albany(total state system)	244,316	382,797(138,481)	36.17	
St. John's U, New York City	8,323	16,626(8,303)	49.80	11,571,899
University of Syracuse	14,675	23,232(8,557)	36.80	636,507
Yeshiva, New York City	2,219	3,216(997)	31.00	11,571,899
NORTH CAROLINA				
University of North Carolina, Greensboro	5,873	7,856(1,983)	25.24	603,895
OHIO				
Case Western Reserve, Cleveland	6,684	8,933(2,249)	25.17	2,064,194
University of Akron	11,219	20,235(9,016)	44.55	679,239
University of Cincinnati	22,936	36,262(13,316)	36.72	1,384,851
University of Toledo	8,563	14,545(5,982)	41.10	692,571
OKLAHOMA				
Tulsa University	3,857	5,955(2,098)	35.23	476,945
OREGON				
Portland University	1,324	2,024(700)	34.58	1,009,129
PENNSYLVANIA				
Drexel, Philadelphia	5,133	8,409(3,276)	38.95	4,817,914
Duquesne U., Pittsburgh	5,611	8,359(2,748)	32.80	2,401,245
Lehigh, Bethleham	4,399	6,012(1,613)	26.82	540,551
Penn State, Philadelphia	45,123	64,931(20,048)	31.30	4,817,914
Temple U., Philadelphia	17,931	31,049(13,118)	42.20	"
University of Pennsylvania	14,657	19,435(4,678)	24.10	"

4.

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URBAN UNIVERSITIES

Name of University	TOTAL FT Students	GRAND TOTAL- Headcount	% of FT Students	TOTAL POPULATION of Urban Area
PENNSYLVANIA cont'd				
University of Pittsburgh	19,670	32,366(12,690)	39.22	2,401,245
Villanova U., Philadelphia	6,865	10,305(3,440)	33.38	1,357,854
SOUTH CAROLINA				
Clemson University	7,386	10,112(2,726)	26.95	299,502
University of South Carolina, Columbia	14,741	20,278(5,537)	27.30	322,880
TENNESSEE				
George Peabody College, Nashville	1,041	1,594(553)	34.69	541,108
Memphis State U., Memphis	12,187	20,194(8,007)	39.60	770,120
University of Tennessee, Knoxville	20,795	26,767(5,972)	22.31	400,337
TEXAS				
Texas Christian U., Fort Worth	4,665	6,405(1,740)	27.10	762,086
University of Dallas	967	1,561(594)	38.05	1,555,950
University of Houston	16,676	27,553(10,877)	39.47	1,985,031
University of Texas, Austin	28,578	39,089(10,511)	26.88	295,516
VIRGINIA				
Commonwealth U., Richmond	10,842	17,035(6,553)	38.46	518,319
WISCONSIN				
University of Wisconsin, Milwaukee	15,115	24,943(9,828)	39.40	1,403,688
Marquette University, Milwaukee	7,529	9,869(2,340)	23.70	"

**From College & University Enrollments in America, 1973-74 Statistics, Interpretations & Trends, Intellect, Feb. 1974, Garland G. Parker.

The above index suggests and presents evidence that these Urban Universities have made the commitment of encouraging educational development and offering services and programs to citizens who were previously denied access to higher education for traditional reasons. Through the Urban University the concept of perpetual growth and life-long learning will expand. The uniqueness of the university in the city, where the people are, will enable the citizenry to keep current and contemporary to meet the numerous changes that occur in our work and life.

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